

**Revised: July 25, 2005**

***2004-2005 No Child Left Behind - Blue Ribbon Schools Program***

***U.S. Department of Education***

**Cover Sheet**

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Ms. Marilyn A. Hangen  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Smith Street Elementary School  
(As it should appear in the official records)

School Mailing Address 780 Smith Street  
(If address is P.O. Box, also include street address)

Uniondale New York 11553-3399  
City State Zip Code+4 (9 digits total)  
Nassau School Code Number\* 280202030006  
County

Telephone (516) 918-2000 Fax (516) 486-2441

Website/URL <http://www.uniondale.k12.ny.us/smithstreetschoolorg>

E-mail [mhangen@uniondaleschools.org](mailto:mhangen@uniondaleschools.org)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. William K. Lloyd  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Uniondale School District Tel. (516) 560-8824

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Ms. Deborah R. Mabry  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

\_\_\_ 5 \_\_\_ Elementary schools  
 \_\_\_ 2 \_\_\_ Middle schools  
 \_\_\_ Junior high schools  
 \_\_\_ 1 \_\_\_ High schools  
 \_\_\_ Other  
  
 \_\_\_ TOTAL
  
2. District Per Pupil Expenditure: \$16,745.00  
 Average State Per Pupil Expenditure: \$12,265.00

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
 

☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural
  
4. 10 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
  
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K	26	21	47		8			
1	38	36	74		9			
2	30	35	65		10			
3	44	40	84		11			
4	43	42	85		12			
5	49	33	82		Other			
Ungraded	18	10	28					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								465

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>1</u>    | % White                          |
| <u>68</u>   | % Black or African American      |
| <u>30</u>   | % Hispanic or Latino             |
| <u>1</u>    | % Asian/Pacific Islander         |
| <u>0</u>    | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 12 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	24
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	34
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	58
(4)	Total number of students in the school as of October 1	498
(5)	Subtotal in row (3) divided by total in row (4)	11.65
(6)	Amount in row (5) multiplied by 100	1165 = 12%

8. Limited English Proficient students in the school: 11 %  
53 Total Number Limited English Proficient  
 Number of languages represented: 3  
 Specify languages: Spanish, Haitian Creole, Punjabi

9. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 257

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %  
44 Total Number of Students Served

**\*Please note that the above number/percentage includes three self-contained special education classes that serve the Uniondale District population.**

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>1</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>14</u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>12</u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness
<u>1</u> Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>    </u>
Classroom teachers	<u>25</u>	<u>    </u>
Special resource teachers/specialists	<u>16</u>	<u>    </u>
Paraprofessionals	<u>4</u>	<u>18</u>
Support staff	<u>2</u>	<u>2</u>
Total number	<u>49</u>	<u>20</u>

12. Average school student-“classroom teacher” ratio: 20

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	95%	96%	95%
Daily teacher attendance	95%	97%	96%	96%	95%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

### **PART III - SUMMARY**

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It has been a long-held belief at Smith Street School that “children don’t care how much you know until they know how much you care.” Because of this philosophy and because we, as educators, know that the road to a New York Regent’s Diploma starts in kindergarten, administrators, teachers, staff members and community volunteers all work collaboratively to ensure that all students become the best that they can be. As you enter Smith Street School, the warm, loving risk-free environment that has been created is immediately evident. Hugs abound in this child-centered high achieving haven for children. Enthusiasm grows as the children participate in new and innovative programs that are introduced. The faculty and staff strive toward providing integrated instruction that engages students in questioning and exploration while promoting academic success, enhancing positive attitudes, encouraging critical thinking, and developing an appreciation and respect for diverse cultures.

Smith Street School is located in a suburban township and currently serves 465 children, kindergarten through fifth grade. Our community is comprised of a multicultural population with approximately fifty-four percent of the students receiving free or reduced lunch. We house three self-contained special education classes which serve Uniondale District students. Most of our students with special needs are mainstreamed into the regular classrooms.

It is common practice for former Smith Street School students and parents to return regularly to visit former teachers and staff members. The concern for students does not end once students have graduated. Students willingly share successes and struggles openly and honestly. These visits provide evidence that the impact of Smith Street School on the students’ lives is one that endures.

All stakeholders have worked extremely hard over the past several years to provide every student the best education possible. We have all been witness to many positive changes. We have secured parental trust and support, decreased our class sizes, shown tremendous growth in academic achievement in all content areas, and ensured compliance with all local, New York State, and federal guidelines and mandates, including the No Child Left Behind legislation. During the 2003-2004 school year, 99% of fourth graders achieved proficiency levels on the English Language Arts (ELA) and 100% on the Mathematics assessments, as compared with only 31% in ELA and 64% in math in 1999.

The Uniondale School District, its Board of Education, staff, students, parents and community members of Smith Street Elementary School, as stakeholders in the shared decision-making process, believe that everyone will “be provided with an education that will prepare them to become problem-solvers, users of technology, literate, and productive citizens, in a mosaic society.” All students at Smith Street School are provided UNIQUE opportunities to not only excel academically but also emotionally, socially, and psychologically. Student participation in any one of our 20 before-and after-school clubs sponsored by teachers, social worker, psychologist, and various staff members, chorus, orchestra, band, foreign language, and many other hands-on activities provide every student opportunities for intellectual and academic challenges in a stimulating environment in which high expectations and a passion for learning are priorities. This belief has also become a rule of practice, as is evidenced by our increasing test scores. Excellence, Respect, and Responsibility are our motto, as is our focus on achievement.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. Smith Street School's system of reporting assessment results in English Language Arts (ELA) and mathematics coincides with that of New York State. New York State utilizes a system of designated performance levels, one through four. The performance level scores provide a description of what students can do in terms of the content and skills assessed by the New York State Testing program. Levels one and two are designated non-proficiency levels and indicate that a student is "at risk" of not meeting the New York State Standards and, therefore, may be in danger of failing school. A student who achieves a level one demonstrates minimal understanding of written and oral text. The student's writing consists of brief, general, or repetitive statements, and reveals difficulty in organizing thoughts. A level two student is one who demonstrates partial understanding of written and oral text at a literal level. The student can recognize basic story elements and identify some similarities and differences in two related texts. The student's writing shows some focus and basic organization. Levels three and four are designated proficiency levels. A level three student demonstrates understanding of written and oral text with some attention to meaning beyond the literal level. The student's writing is generally focused and organized, with minor errors in spelling and punctuation. A level four student consistently demonstrates understanding of written and oral text beyond the literal level. The student can analyze and interpret a variety of texts and synthesize information from related texts. The student's writing is well organized, thoroughly developed, and uses sophisticated and effective language with few or no errors in spelling and punctuation.

New York State utilizes a comparable reporting system for mathematics. Levels one and two are designated non-proficiency while levels three and four indicate proficiency. Level one students may use basic addition and subtraction, count groups of objects, and use manipulatives to explore patterns. Level two students for the most part use basic facts for all operations, order whole numbers, read/interpret data, and solve for an unknown with manipulatives. Level three students consistently solve multi-step problems, identify odd/even numbers, order fractions, and extend a numerical pattern, and justify a reasonable solution. Level four students order decimals, identify decimal place value, use percent, and explain reasoning, draw conclusions, and analyze situations.

As can be seen in tables of assessment results in Part VII of this application, disparities between the general education and special education students was evident in 2000 and 2001. These students with special needs were not performing at proficiency levels. Data analyses revealed that these students were not provided sufficient writing opportunities and challenging academic activities. As a result, initiatives including staff development for teachers, the implementation of literacy materials that are aligned with classroom instruction and include a scope and sequence plan, the assistance of a writing consultant over a two-year period, and increased co-teaching models between the special education and mainstream teachers have helped these students achieve success on both the ELA and mathematics assessments, as evidenced by their 2002 to 2004 results.

The following website can be accessed for further information concerning the New York State assessment system: [www.nysed.gov](http://www.nysed.gov).

2. The use of data to inform instruction is an integral component in Smith Street School's mission. Each year, data from local and New York State assessments are disaggregated and analyzed. Reports are generated and distributed to teachers at the beginning of each school year. Teachers develop goals/action plans using the results of the data to meet or exceed individual student needs. Support teachers, including English as a Second Language (ESL), special education, and Academic Intervention Services (remedial) reading and math specialists develop action plans in collaboration with classroom teachers who share students. Monthly faculty and department meetings are utilized to ensure full implementation and accountability of these action plans. Additionally, a team comprised of teachers, support staff, and administrators meets monthly to identify, discuss, and resolve issues relative to "at risk" students. At these meetings, qualitative and quantitative data are shared with team members to improve student and school outcomes.
3. The reporting of student performance is comprehensive and ongoing at Smith Street School. Many methods have been utilized for dissemination of student performance to all stakeholders. Staff meetings that occur before, during, and after-school help us to assess progress of school and individual teacher goals. Additionally, parent/teacher conferences that take place several times a year provide a forum for teachers to share individual student progress and for parents to seek assistance and answers to questions. Presentations to Board of Education members, parents, teachers, and students also occur on a regular basis. These are formal and informal and include longitudinal analysis of student and teacher results. School and district newsletters keep the community and parents apprised of student successes. The distribution of Smith Street School's New York State School Report Cards at annual community presentations is another means by which results are shared and concerns addressed. Various grade level workshops for parents and teachers are scheduled throughout the school year and address student performance and grade-level benchmarks. School events, such as concerts, Family Bingo night, and roller skating parties are forums by which pertinent information is conveyed. The utilization of technology is important at Smith Street School. As a result, the school's website is utilized for further dissemination of student results.
4. Smith Street School's pride is contagious! As a result, we happily share our successes with other schools. Effective strategies that have helped us to improve student achievement were shared at the International Reading Association's Annual Conference in 2001. The former Director of Reading and Smith Street School's principal presented to international educators the various strategies and initiatives that helped to improve student outcome. Since then, additional strategies are shared at collaborative meetings with district administrators, including principals at all levels and content-area directors and administrative assistants. In-district administrative, teacher, and parent workshops, staff development activities, Board of Education meetings, and administrative staff meetings have provided us with additional forums for sharing our continued success.



## PART V – CURRICULUM AND INSTRUCTION

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1. The curriculum at Smith Street Elementary School is one that is integrative. Our integrative curriculum is one that enables teachers to link content area matter, while providing students with meaningful learning experiences that develop essential skills and knowledge. It also enables our students to develop understanding of conceptual relationships. Our approach is one that is interdisciplinary which presents knowledge in a more meaningful construct so that the students can make connections between concepts. It is also responsive to student learning styles. This integrative approach provides our students with differentiated approaches to build upon prior knowledge and apply to their own lives. Our approach to integrated curriculum is consistent with our school's mission and New York State Standards and guidelines. At Smith Street School, our primary goal is to enable every student to reach his/her maximum potential so that Commencement provides the choices they deserve. Content-area directors and school administration have created a scope and sequence in each curriculum area. This scope and sequence ensures coverage of all grade-level skills and concepts so that students are truly prepared for the subsequent grade. They are updated annually with input from teachers and staff to ensure continued alignment with New York State guidelines and mandates. The needs of students in special education, English Language Learners, remedial, and More Able Learners programs are identified and targeted to guarantee that we, in fact, are "leaving no child behind." Targeted instruction is provided to students with special needs. A Foreign Language for Elementary School (FLES) program helps our kindergarten students acquire English and Spanish receptive and expressive language skills. A certified bilingual teacher provides instruction in both languages to students on a weekly basis. Monitoring of student progress is an essential component of this program. After-school Spanish clubs also provide opportunities for all students at Smith Street School to learn a new language. Every classroom at Smith Street School is equipped with six state-of-the art computers that are Internet accessible. In addition, there is a fully equipped computer lab within the school that is continually utilized by students, staff, and parents. Therefore, integration of technology is paramount at Smith Street School. Teachers and administrators have received ongoing training that has enabled them to continue to effectively utilize various modes of technology in lesson implementation. The Library Media Center at Smith Street School also provides teachers and students with additional resources and technology access. It is common practice at Smith Street School for students and staff to be engaged in research, development of PowerPoint presentations, and completion of projects in the Library Media Center. A newly implemented web-based communications system (eChalk) allows students, parents, and staff to e-mail one another, to retrieve homework assignments, to peruse calendar of events, lunch menus, and to highlight student accomplishments, among other things. Physical education, science, music and art teachers have successfully integrated various content areas into their specialized programs and collaborate frequently with classroom teachers for the continued enhancement of the curriculum. Art teachers are provided an additional 25 minutes per day to complete research-based projects that integrate literacy, math, science, and technology for all students at Smith Street School. Art teachers have been trained in effective strategies to develop activities directly related to curriculum content standards. Students are also exposed to art theory and history. The implementation of a full-day kindergarten program several years ago has certainly provided ALL our students with a "jump start" on their education. We are proud that our school is one that is a happy place, where understanding and addressing each child's educational, social, and emotional needs is our first priority.

2a. With the implementation of New York State-wide testing in grades four and eight in the areas of English Language Arts and mathematics, the Uniondale School District recognized the need for adoption and implementation of new literacy materials. Since the district practices shared decision making, committees of teachers, parents, administrators, and content-area specialists met and decided upon a balanced literacy approach. A balanced literacy approach incorporates literacy practices that address the specific needs of individual students. Increasingly, researchers are finding better results for students who are instructed via a balanced approach, especially those students from disadvantaged backgrounds. Alignment between classroom instruction and instruction in the AIS (remedial) program was ensured through the further collaboration of specific and targeted areas of district-wide identified student needs. These needs were uncovered through data analysis of State-mandate and district-wide assessments. As a result, significant increases in proficiency levels (three and four) have been demonstrated. Please refer to tables in Part VII of this application that show specific percentages at each state-designated performance level. It is evident from these charts that Smith Street School demonstrated an increase of 42% on the New York State English Language Arts (ELA) assessment from 2000 to 2004.

3. In addition to mathematics instruction that takes place in the regular classroom, identified students receive Academic Intervention Services by “highly qualified” and dually certified teachers in elementary education and mathematics. The math curriculum at Smith Street School is a highly integrated, hands-on, problem-solving program that utilizes constructivist teaching practices. It involves the integration of English Language Arts (ELA), Science, Technology, and Computer Science. Students are exposed to problem solving with real-world situations. A number of old fashioned math markets have been created for real world problem-solving activities. These types of math activities allow students to experience real-life math situations while practicing fundamental math skills and concepts aligned with the New York State Standards.

The literacy component is evident through classroom math instruction. Math lessons and concepts are introduced through literature exposing children to the ELA/Math connection. Students are challenged to write and illustrate their own math word problems, and explain their math solutions. They have authored a book on Elapsed Time, as well as a workbook on Problem-Solving Strategies. Students use various software programs such as Story Weaver to enhance the finished product.

Students in all classes throughout the school have been engaged in MST Projects. One of our MST fairs involved students building kites, rockets, airplanes, hot air balloons, and sailboats. A constructivist approach was taken in engaging students in these activities. All classes participated in building, painting and customizing their own go-carts. The activity culminated in a Grand Prix outdoor race.

Students in grade three, four, and five have been involved in additional MST activities. They built custom frame houses, motorized frame cars, truss and suspension bridges and kaleidoscopes. Never before have students been involved in a math program that has placed as much emphasis on hands-on, real life problem solving.

4. Smith Street School recognizes that not all students are alike. Based on this knowledge, the staff of Smith Street School applies differentiated instruction approaches to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires the teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. This approach also involves recognizing students' varying background knowledge, readiness, language, preferences in learning, and interests. Smith Street School has made great strides in all curriculum areas during the past several years, as indicated by the progress noted in our New York State Assessments scores. Every teacher is supported with district pacing charts, detailed lesson planning aids, manipulatives, school-wide projects and help in utilizing a multi-faceted approach to an interdisciplinary curriculum. Continuous assessment of lessons and planning takes place through the analysis of data taken from class, district, and state assessments. Our curriculum emphasizes teaching skills and concepts through a real-life, problem-solving approach. Students are encouraged to work cooperatively to increase their reasoning skills. Through differential instruction, teachers meet the needs of their students' individual learning styles.

Students who have not met adequate progress are targeted with individualized action plans and are referred for Academic Intervention Services or remediation. In addition, there are ELA and Math Learning Academies that takes place after school which utilize Test-Ready Preparation materials and simulate testing conditions so that children become very comfortable and knowledgeable of test-taking procedures and strategies.

Parent workshops aligned with the New York State Assessments, newsletters, which include websites and literature links, parent-teacher conferences which include tailored outlines and materials to assist parents, are all part of the continuous effort to keep parents aware of the many resources available to them to use in order to help their children to succeed.

5. Smith Street School's professional development program as well as district staff development has had a positive impact on improving student achievement. Our support staff which includes AIS reading and math specialists, as well as other content-area specialists provides workshops and related training sessions for New York State Performance Standards. Recent workshops have included the Math-Literature Connection featuring prize-winning author Amy Axelrod whose children's books easily integrate language arts with pertinent math skills. Problem solving websites were created and introduced to classroom teachers. These websites summarize the problem solving process and offer the teachers many examples of strategies that can be used with their students. Technology workshops were offered to introduce teachers to interactive math websites to enhance their math program. Many workshops have been held to expose teachers to various hands-on activities involving manipulatives. Throughout the year, specialists serve as resource personnel and mentors to new and experienced teachers. They provide classroom teachers with assistance developing lessons, acquiring supplies, manipulatives, and any other additional resources needed.

The administration at Smith Street School continually provides its staff members with professional development. The district Director of Research has provided data analysis of answers to questions categorized by key standards from NYS assessments. Renowned speakers

have been invited to share with the teaching staff techniques involving problem-solving strategies, questioning techniques, differentiated instruction, and enhancing critical thinking skills. Smith Street School's administration encourages its teachers to attend local conferences sponsored by well-reputed organizations.

**PART VI: PRIVATE SCHOOL ADDENDUM: NOT APPLICABLE**

**PART VII - ASSESSMENT RESULTS**

**Grade Four New York State English Language Arts Assessment  
Five-Year Comparison (2000-2004)**

	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>Testing Month</b>	February	February	January	January	January
<b>SCHOOL SCORES</b>					
% At or Above Basic	99%	100%	100%	93%	91%
% At or Above Proficient	99%	83%	66%	59%	57%
% At Advanced	42%	31%	18%	15%	19%
Number of Students Tested	77	84	83	59	53
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Alternatively Assessed *	12	s	6	N/A	N/A
Percent of Students Alternatively Assessed	16%	5%	7%	N/A	N/A
<b>SUBGROUP SCORES</b>					
<i><b>Students with Disabilities</b></i>					
% At or Above Basic	100%	100%	100%	100%	40%
% At or Above Proficient	100%	100%	75%	25%	0%
% At Advanced	60%	100%	50%	0%	0%
Number of Students Tested	s	s	8	s	s
<i><b>Economically Disadvantaged</b></i>					
% At or Above Basic	100%	100%	100%	N/A	N/A
% At or Above Proficient	97%	88%	54%	N/A	N/A
% At Advanced	41%	24%	10%	N/A	N/A
Number of Students Tested	34	41	41	N/A	N/A
<b>STATE SCORES</b>					
% At or Above Basic	94%	94%	92%	90%	90%
% At or Above Proficient	62%	64%	62%	60%	59%
% At Advanced	15%	22%	21%	17%	16%

\*The above-identified students completed the New York State English as a Second Language

Achievement Test administered to non-or limited English students who have been in the United States for three years or less, as per New York State guidelines.

N/A = Not Applicable: Prior to 2002, English Language Learners were not required to complete an alternate assessment; they were exempted. Prior to 2001, performance of students who are economically disadvantaged was not reported by New York State Education Dept.

s = Fewer than six students

**Grade Four New York State Math Assessment  
Five-Year Comparison (2000-2004)**

	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>Testing Month</b>	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% At or Above Basic	100%	100%	100%	97%	98%
% At or Above Proficient	100%	100%	90%	81%	75%
% At Advanced	57%	71%	31%	27%	21%
Number of Students Tested	84	87	88	67	57
Percent of Total Students Tested	100%	100%	99%	100%	100%
Number of Students Alternatively Assessed	N/A	N/A	N/A	N/A	N/A
Percent of Students Alternatively Assessed	N/A	N/A	N/A	N/A	N/A
<b>SUBGROUP SCORES</b>					
<i><b>Students with Disabilities</b></i>					
% At or Above Basic	100%	100%	100%	100%	80%
% At or Above Proficient	100%	100%	75%	67%	20%
% At Advanced	57%	100%	25%	0%	0%
Number of Students Tested	7	s	8	s	s
<i><b>Economically Disadvantaged</b></i>					
% At or Above Basic	100%	100%	100%	N/A	N/A
% At or Above Proficient	100%	100%	93%	N/A	N/A
% At Advanced	58%	77%	21%	N/A	N/A
Number of Students Tested	38	43	42	N/A	N/A
<b>STATE SCORES</b>					
% At or Above Basic	96%	95%	93%	91%	91%
% At or Above Proficient	79%	48%	68%	69%	65%
% At Advanced	29%	31%	23%	27%	19%

N/A = Not Applicable

s = Fewer than six students